



# LOCAL EDUCATION AGENCY/SCHOOL IMPROVEMENT GUIDE

 Missouri  
DEPARTMENT OF ELEMENTARY & SECONDARY  
EDUCATION™





# Local Education Agency/School Improvement Guidance

The Missouri Department of Elementary and Secondary Education (DESE) is committed to a Continuous Improvement System based on the Theory of Action: Improved student learning for every student in every school, with the primary goal of having all Missouri students graduate ready for success. This improvement guidance document has as its foundation the following five pillars, which support the Continuous Improvement Theory of Action:

## **Leadership**

Strong leaders set the vision and influence direction at every level of the organization to create and support a culture of teaching and learning for continuous improvement.

## **Collaborative Culture and Climate**

Shared values and common goals are the foundation of a collaborative climate and culture of systematic growth and improvement within an educational system.

## **Effective Teaching and Learning**

Effective academic, behavioral and social skill practices, supported by research and meeting the needs of each student, lead to the highest levels of student learning.

## **Data-Based Decision Making**

Accurate, relevant measures across multiple points in time provide the basis for informing on progress, setting goals and guiding decisions leading to improved student learning.

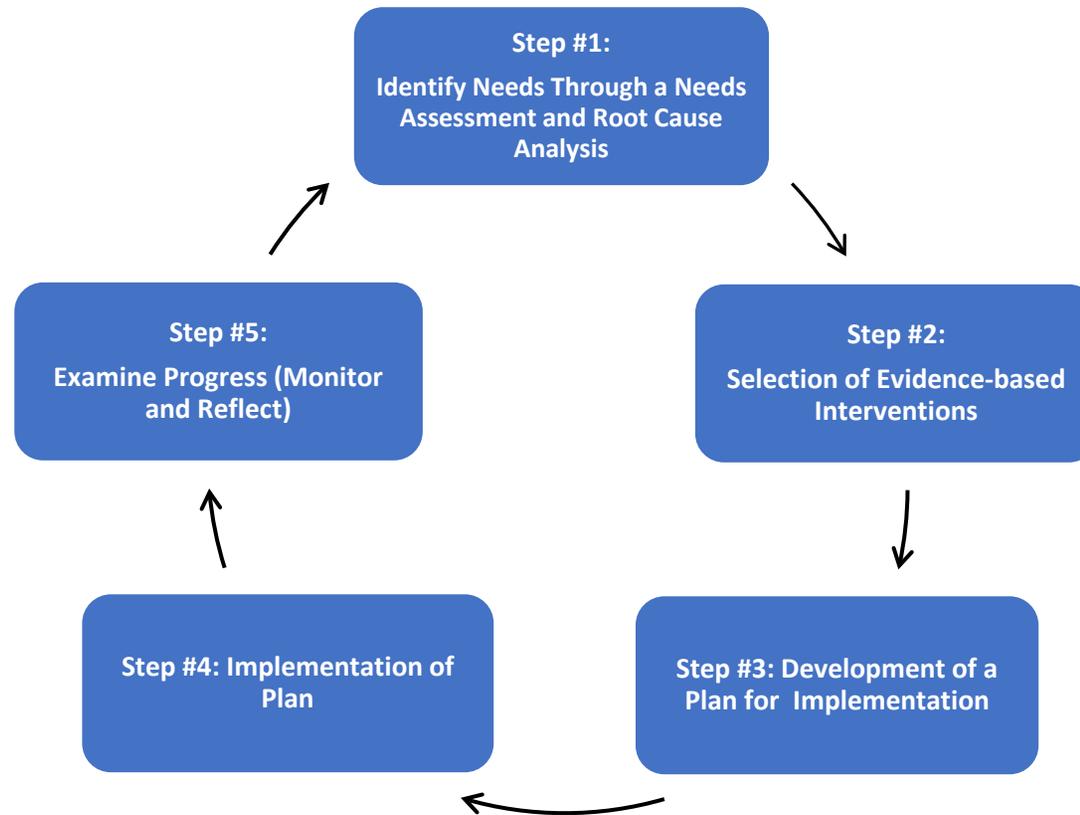
## **Alignment of Standards, Curriculum and Assessment**

Connection, clarity and coherence must exist between standards, curriculum and assessments in order to provide accurate and actionable information regarding student learning.

## **Steps for School Improvement**

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DESE encourages the use of the problem-solving model for school improvement that consists of five basic steps (see diagram below):



## **Step #1: Identifying Needs through a Needs Assessment and Root Cause Analysis**

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### **What is a needs assessment?**

A needs assessment is a systematic approach that focuses on the ends (i.e. outcomes) to be attained, rather than the means (i.e. process). It gathers data by means of established procedures and methods designed for specific purposes. The kinds and scopes of methods are selected to fit the purpose and context (Using Needs Assessments for School and District Improvement, CCSSO and WestEd Turnaround, 2017).

### **Why do a needs assessment?**

The Missouri School Improvement Program (MSIP) and the Every Student Succeeds Act (ESSA) emphasize the importance of clearly identifying the needs (the difference between the actual and desired outcomes). In addition, Federal Programs (e.g. Title I, Title II, Title III, etc.) require schools to conduct a comprehensive needs assessment in order to identify needs to be addressed with ESSA funding.

A needs assessment helps a local education agency (LEA) or school determine its strengths and weaknesses. In addition, it helps with developing an understanding of the context and constraints it is working within; thus, leading to better identification of strategies for school improvement implementation. The needs assessment actually serves as the foundation for school improvement.

### **Why should you consider doing one comprehensive needs assessment rather than a number of different needs assessments?**

Doing one comprehensive needs assessment may save time, the duplication of activities and develop connections between goals, services and the use of resources. A comprehensive needs assessment may address all the following:

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<b>ESEA/ESSA</b>	<b>Other</b>
Title I.A - School Improvement 1003	Individuals with Disabilities Education Act
Title I.C - Education of Migratory Children	Rehabilitation Act of 1973
Title I.D - Prevention and intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk	Carl D. Perkins Career and Technical Education Act
Title II.A - Preparing, Training and Recruiting High Quality Teachers and Principals	Workforce Innovation and Opportunities Act
Title III - Language Instruction for English Learners and Immigrant Children	Head Start Act
Title IV - 21 <sup>st</sup> Century Schools	McKinney-Vento Homeless Assistance Act
Title V - Flexibility and Accountability	Adult Education and Family Literacy Act
	MSIP
	Other state and local requirements

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### Who should participate in the needs assessment?

Districts, charters and/or schools should engage in timely and meaningful discussions, with a broad range of stakeholders, to examine relevant data to understand the most pressing needs of students, schools and/or educators and the potential root causes for each need. By inviting all stakeholders to participate in the needs assessment process you are establishing a unified understanding of the LEA and/or school(s), identifying goals that reflect the vision of the entire learning community and promoting buy-in for improvement efforts. The following chart identifies stakeholders who may participate in the needs assessment process.

Potential Stakeholders		
<ul style="list-style-type: none"><li>• Teachers</li><li>• Principals</li><li>• Administrators</li><li>• Paraprofessionals</li><li>• SPED Staff</li><li>• Specialty Teachers</li><li>• CTE Teachers</li></ul>	<ul style="list-style-type: none"><li>• Support Staff</li><li>• Non-profit Agencies</li><li>• School Volunteers Homeless Liaison</li><li>• Head Start Representative(s)</li><li>• Adult Education Representation</li><li>• Parents/Family Members/Guardians</li><li>• Students</li></ul>	<ul style="list-style-type: none"><li>• Community Partners</li><li>• Local Government Agencies</li><li>• Faith based Organizations</li><li>• Business/Industry Leaders</li><li>• Technical Assistance Providers</li></ul>

### What data/information should be reviewed in a needs assessment?

Both qualitative and quantitative data should be the foundation of a needs assessment. Some of the typical categories of data used in a needs assessment include:

- Student demographics – student enrollment, attendance, graduation rate, dropout rate, homelessness, migrant status, socio-economic status, age, grade, gender, race, ethnicity, language, disability, staff characteristics, parent characteristics
- Student outcomes – state assessments, local assessments, proficiency measures, formative measures, grades, student health, behavior data, English proficiency, college and career readiness measures (like ACT®, WorkKeys®, ASVAB, etc.), advanced course completion, school climate
- School Processes – professional development activities, assessment practices, instructional practices, teacher certification and experience, curriculum development, curriculum review of alignment, planning practices, resources, technology integration, parent involvement, staff evaluations, staff retention, hiring practices, scheduling, collaboration, data analysis, leadership development, financial management procedures
- Perceptions – focus groups, interviews, questionnaires, surveys, meeting notes, social media posts, media coverage, awards and recognition, communication records

The following charts provide potential sources of data for each pillar:

Leadership	Potential Sources of Data for Review
<ul style="list-style-type: none"> <li>• Board of Education Training &amp; Retention</li> <li>• Administrators Certification Retention &amp; Experience</li> <li>• Principals Certification Retention &amp; Experience</li> <li>• Professional Development Board      Administrators      Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Reports</li> <li>• Resource Allocation</li> <li>• Facilities Evaluations</li> <li>• Maintenance Records</li> <li>• Business/Community Feedback</li> <li>• Survey and Interviews of Students/Staff/Parents</li> </ul>

Collaborative Climate and Culture	Potential Sources of Data for Review
<ul style="list-style-type: none"> <li>• Student Behavior Expulsions      Suspensions      School-related Arrests      Safe-schools Violations Wellness Center Visits</li> <li>• Student Attendance ADA      Chronic absenteeism</li> <li>• On track 9th grade</li> <li>• Dropout Rate</li> </ul>	<ul style="list-style-type: none"> <li>• District Staff Chronic absenteeism Required disciplinary action</li> <li>• Building Conditions Physical building conditions Capacity</li> </ul>

Effective Teaching and Learning	Potential Sources of Data for Review
<ul style="list-style-type: none"> <li>• Out-of-field Teachers</li> <li>• Inexperienced Teachers</li> <li>• Teacher Retention and Turnover</li> <li>• Teacher Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Teacher/Student Ratios</li> </ul>

Data-Based Decision Making	Potential Sources of Data for Review
<ul style="list-style-type: none"> <li>• Data from all Other Pillars</li> <li>• Early Learning Data               <ul style="list-style-type: none"> <li>Participation</li> <li>Curriculum</li> <li>Staff</li> <li>Kindergarten Readiness</li> </ul> </li> <li>• SPED Data</li> <li>• ELL Data</li> </ul>	<ul style="list-style-type: none"> <li>• Extended Learning Data</li> <li>• CTE Data/Perkins</li> <li>• Professional Development</li> <li>• Start/End Times</li> <li>• Activity Participation</li> <li>• RTI Data</li> </ul>

Alignment of Standards, Curriculum and Assessment	Potential Sources of Data for Review
<ul style="list-style-type: none"> <li>• Written Curriculum</li> <li>• Statewide Assessments</li> <li>• Benchmark Assessments</li> <li>• Technical Skill Attainment</li> <li>• Graduation Rates</li> <li>• Graduate Follow-up</li> <li>• Retention Rates</li> <li>• Course Pass/Fail Rate</li> <li>• Seal of Biliteracy</li> </ul>	<ul style="list-style-type: none"> <li>• Progress towards English Language Proficiency – WIDA Results</li> <li>• MAP A Participation and Achievement</li> <li>• Advanced Course Work               <ul style="list-style-type: none"> <li>AP/IB Enrollment</li> <li>AP/IB Pass Rate</li> <li>Dual Credit/Dual Enrollment</li> <li>Dual Credit/Dual Enrollment Pass Rate</li> </ul> </li> <li>• CTE Course Work               <ul style="list-style-type: none"> <li>CTE Enrollment</li> <li>CTE Course Pass Rate</li> <li>CTE Concentrators</li> <li>CTE Certificate</li> </ul> </li> </ul>

**What do we do with all of the data we collected?**

It is time for your team to explore the data you collected and organize it around each pillar of the Continuous Improvement System, ultimately arriving at problems of practice (outcomes you want to improve) and then prioritize.

The chart on the next page is an example of organizing your data in a needs assessment format. Blank templates for each pillar are located in Appendix A.

## NEEDS ASSESSMENT EXAMPLE

<b>LEA or School Name</b>	Treetop R-1 School District
<b>Date</b>	February 1, 2018
<b>Pillar Focus</b>	Leadership

**Purpose of the Needs Assessment:** To identify areas that present gaps or areas of challenge over several years in relation to desired outcomes. This template is a tool to assist with the examination of areas identified for improvement.

**What do you need to do with this template:** Complete this form and attach data you are looking at and then look at any trends in the data and develop conclusions.

### Data Analysis

Data Element and Source	Frequency of Data Collection	Data Trends for the Last 3 – 5 years
Principal Retention Rate/District Human Resources Report	Last 5 years	Principal retention rate for the last 5 years is 29%
Principal Experience/District Human Resources Report	Last 5 years	The average principal's experience for those buildings over the last five years is 2 years.
Principal Mentoring Data/District Human Resources Report	Last 5 years	Each new principal averaged 3.3 hours of time with their mentor either in person, by phone, etc.
Principal Professional Development Activities/C and I Participation Records	Last 3 years	Principals participated in PD with their staff, but 0 principals participated in PD associated with their specific needs
Principal Exit Survey Data/ Human Resources Report	Last 4 years	The two most common responses on exit surveys for principals leaving the district were lack of training/mentoring and pay.

### Conclusions

Principal retention is low, which can have a negative impact on everything from student performance to building management.  
 Principal support via mentoring is low.  
 Principals are not receiving targeted job specific professional development.  
 Principal salaries are low.

**How do we prioritize the needs we have identified?**

Once you have identified one to two needs for each Continuous Improvement Pillar, your team will need to prioritize these. Most LEAs/schools will come up with a large number of needs, but in order to be realistic and make improvement gains, the needs need to be narrowed to no more than three. There are a number of methods for prioritizing these needs. The following represents an example of a completed prioritization tool (Blank Templates are located in Appendix B).

**Needs Prioritization Table Example**

Continuous Improvement System Leadership Pillar					
Specific Need	Minimal Priority	Moderate Priority	Significant Priority	Critical Priority	Comments
Attract and Retain Principals				✓	
Improve Salary for Principals			✓		
Beautify the Landscaping of the Buildings	✓				
Continuous Improvement System Collaborative Climate and Culture					
Specific Need	Minimal Priority	Moderate Priority	Significant Priority	Critical Priority	Comments
Improve Negative Perceptions of the School			✓		
Lower the Number of Severe Behavior Interruptions			✓		
Create a Student Court	✓				

Continuous Improvement System Effective Teaching and Learning					
Specific Need	Minimal Priority	Moderate Priority	Significant Priority	Critical Priority	Comments:
Improve/Increase Student Engagement			✓		
Increase the Rigor of all Courses and Instruction			✓		
Continuous improvement System Data-Based Decision Making					
Specific Need	Minimal Priority	Moderate Priority	Significant Priority	Critical Priority	Comments
Time for Teacher Collaboration			✓		
A Process for Teacher Collaboration on Data			✓		
Continuous Improvement System Alignment of Standards, Curriculum and Assessment					
Specific Need	Minimal Priority	Moderate Priority	Significant Priority	Critical Priority	Comments
Improve ELA Proficiency Levels by Developing a Written ELA Curriculum				✓	
Monitor and Intervene with Poor Readers				✓	
<p><b>Explain how significant and critical priorities are decided.</b> The critical priorities are those that have the most significant impact on improvement overall or must be in place before other things can occur. The significant priorities are those that are still extremely important and needed but will not be effective unless the critical needs are taken care of first.</p> <p><b>Are there trends and patterns that span across multiple categories?</b> Yes, leadership can affect all areas of a school. In addition, reading affects all other content areas.</p>					

Once you have prioritized your needs through a needs assessment, it is time to turn to a root cause analysis.

### What is a Root Cause Analysis and Why Should You Complete One?

Once the list or prioritized needs are determined, it is critical to determine the root cause for the specific need identified in the prioritization table. This is one of the biggest hurdles to overcome when evaluating data and performance. A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. When looking for root causes we are looking for the contributing factor(s), especially those we can influence. This is often referred to as the “why” section of data analysis (Why, Why, Why, Why, Why?). An example of a root cause analysis is below.

<b>Root Cause Analysis Example - Poor 5<sup>th</sup> Grade Math Proficiency (38%)</b>			
<b>5 Whys – Drilling down to a Root Cause</b>	<b>Possible Reason 1</b>	<b>Possible Reason 2</b>	<b>Possible Reason 3</b>
	Teachers lack strategies to differentiate instruction for struggling learners.	All three fifth grade classrooms have had different teachers each year and two of the classrooms have had inappropriately certificated teachers.	There are a large number of discipline interruptions and office referrals in 5 <sup>th</sup> grade classrooms.
<b>Why?</b>	Inability to attract and retain qualified staff in 5 <sup>th</sup> grade	Inability to attract and retain qualified staff in 5 <sup>th</sup> grade	Inability to attract and retain qualified staff in 5 <sup>th</sup> grade
<b>Why?</b>	Lack of capacity building and support for new teachers in 5 <sup>th</sup> grade	Lack of capacity building and support for new teachers in 5 <sup>th</sup> grade	Lack of capacity building and support for new teachers in 5 <sup>th</sup> grade
<b>Why?</b>	Lack of knowledge and skills by leadership to build a mentoring and support system for 5 <sup>th</sup> grade teachers including how to differentiate instruction	Lack of knowledge and skills by leadership to build a mentoring and support system for 5 <sup>th</sup> grade teachers	Lack of knowledge and skills by leadership to build a mentoring and support system for 5 <sup>th</sup> grade teachers including how to manage classroom interruptions
<b>Why?</b>	Leadership lacks the time to research and build an effective mentoring and support systems for new 5 <sup>th</sup> grade teachers	Leadership lacks the time to research and build an effective mentoring and support system for new 5 <sup>th</sup> grade teachers	Leadership lacks the time to research and build an effective mentoring and support system for new 5 <sup>th</sup> grade teachers
<b>Why?</b>	Principals time is consumed with supervision	Principals time is consumed with supervision	Principals time is consumed with supervision
<b>Action</b>	Provide supervision support for the building principals, in order for them to research and develop a process for mentoring and supporting 5 <sup>th</sup> grade teachers.		

Once the LEA/school has identified a need and do a root cause analysis, you might discover a very different focus for your goal.

### **Step #2: Selection of Evidence-Based Interventions**

The next step is to research evidence based interventions that have a good chance of meeting the identified root cause of your need. As the LEA/school completes this process, make sure that the interventions being considered have worked in a setting that is similar in context and population as yours. It is also important to look at the source of the study, effect size, costs, staffing and fit with other improvement initiatives already being implemented. This step is often referred to as leveraging interventions.

### **Step #3: Development of an Improvement Plan for Implementation**

The next step is to develop a written plan to implement the interventions that were selected in Step 2. The plan should identify the roles and responsibilities of those implementing the solutions, a detailed timeline, identification of resources and a system of monitoring that makes sure everyone is on track during the implementation. The following represents a template for an Improvement Plan that may be used for an LEA or building. Blank templates are located in Appendix C.

<b>Improvement/Accountability Plan Example</b>		
<b>Focus of Plan (check the appropriate box):</b> <input checked="" type="checkbox"/> LEA <input type="checkbox"/> School or Charter	<b>Name of LEA:</b> Treetop R-1 School District  <b>Name of School or Charter:</b>	<b>Check if appropriate:</b> <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input type="checkbox"/> At-Risk <input checked="" type="checkbox"/> Other
<b>Date:</b> 12/1/2018		
<b>Purpose:</b> To develop a plan for improving the top 3 needs identified in the needs assessment.		
<b>One plan may meet the needs of a number of different programs. Please check all that apply.</b>		
<input checked="" type="checkbox"/> Title I.A <input type="checkbox"/> Title I.C <input type="checkbox"/> Title I.D <input type="checkbox"/> Title II.A <input type="checkbox"/> Title IV <input type="checkbox"/> Title V	<b>School Improvement</b> <b>Education of Migratory Children</b> <b>Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</b> <b>Language Instruction for English Learners and Immigrant Children</b> <b>21<sup>st</sup> Century Schools</b> <b>Flexibility and Accountability</b>	

- Individuals with Disability Education Act
- Rehabilitation Act of 1973
- Carl D. Perkins Career and Technical Education Act
- Workforce Innovation and Opportunities Act
- Head Start Act
- McKinney Vento Homeless Assistance Act
- Adult Education and Family Literacy Act
- MSIP
- Other State and Local Requirements/Needs \_\_\_\_\_

<p><b>What staff/stakeholders have been involved in the needs assessment and development of this plan?</b></p>	<p>Please see the attached list of the individuals involved with the planning and their credentials. The planning team included teachers, administrators, support staff, students, parents, community leaders and economic development leaders.</p>
<p><b>What are the key issues identified from the needs assessment?</b></p>	<ol style="list-style-type: none"> <li>1. Need to improve our retention rates for building principals</li> <li>2. Need to improve our ELA proficiency rates</li> <li>3. Need to improve Reading Lexile scores via appropriate monitoring and intervention</li> </ol>
<p><b>What are the prioritized needs for the LEA or building based on a root cause analysis?</b></p>	<ol style="list-style-type: none"> <li>1. Improve principal retention rates through the creation of a process for mentoring and supporting principals.</li> <li>2. Improve ELA proficiency rates by developing a written ELA curriculum aligned vertically and horizontally to the Missouri Learning Standards.</li> <li>3. Improve the ability to monitor student-reading levels and apply appropriate reading interventions by selecting, purchasing and training staff on a reading assessment and appropriate reading interventions.</li> </ol>

## The Plan

(Choose no more than 3 goals to focus on with your improvement plan)

**Goal #1 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:**

<b>Leadership</b>	<b>Collaborative Climate and Culture</b>	<b>Effective Teaching and Learning</b>	<b>Data-Based Decision Making</b>	<b>Alignment of Standards and Curriculum</b>
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**SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1**

By 2020, we will improve our building principal retention rate by 5%.

**Rationale (name of the existing conditions/data points to support the selection of the objective/goal)**

The district has a low retention rate for building principals due to the lack of a sound mentoring and support system that includes professional development (see data analysis sheet).

**Strategies for Improvement**

1. The district will develop and implement a mentoring program for new principals that includes supports and skill development.
2. The district will develop professional development activities for principals based on their needs.

**Funding Source(s):** Local and Title IA Funds

Action Steps	Start Date	Person Responsible	Monitoring/Evidence Documents	Completion Date
<b>30 Days Strategy 1:</b> <b>A.</b> District staff will research effective principal mentoring and support programs.  <b>B.</b> The district will draft a process for mentoring and supporting new principals.	February 1, 2019	Director of Human Resources	Research summation	<input type="checkbox"/> _____
	February 10, 2019	Director of Human Resources	Draft of process for mentoring and supporting principals	<input type="checkbox"/> _____

<b>Strategy 2:</b> <b>A.</b> Develop and conduct a survey of the current principals to determine their professional development needs  <b>B.</b> Utilize the survey results to draft a schedule of professional development activities for principals based on evidence	February 1, 2019	Director of Human Resources	Survey summary	<input type="checkbox"/> _____
	February 20, 2019	Director of Human Resources	Draft of a PD schedule for principals.	<input type="checkbox"/> _____
<b>60 Days Strategy 1:</b> <b>A.</b> Seek input from current principals and other stakeholders on the draft mentoring/support process plan and adjust the plan.  <b>B.</b> Present the plan to others on the Board of Education for Board approval.  <b>C.</b> Implement the mentoring and support plan	March 1, 2019	Director of Human Resources	Adjusted mentoring and Support Plan for Principals	<input type="checkbox"/> _____
	April 1, 2019	Director of Human Resources	Presentation to Board of Education for Approval—Agenda/Minutes	<input type="checkbox"/> _____
	May 1, 2019 with new hires	Director of Human Resources	Actual mentoring meetings and support documentation	<input type="checkbox"/> _____

<b>Strategy 2:</b> <b>A.</b> Send the draft professional development activity out to current principals for feedback and then make adjustments as appropriate.  <b>B.</b> Present the principal professional development plan to the Board of Education for Approval  <b>C.</b> Implement the Professional Development Plan	March 1, 2019	Director of Human Resources	Adjusted Professional Development	<input type="checkbox"/> _____
	April 1, 2019	Director of Human Resources	Principal PD Plan Approval by the Board of Education –Agenda and Minutes	<input type="checkbox"/> _____
	May 1, 2019	Director of Human Resources	Agendas/Minutes, etc. from PD activities	<input type="checkbox"/> _____
<b>90 Days</b> <b>Strategy 1:</b> <b>A.</b> Continued Implementation of the Principal Mentoring and Support Plan with periodic formal and informal evaluations  <b>Strategy 2:</b> <b>A.</b> Continued Implementation of the Principal Professional Development Plan with periodic formal and informal evaluations	June 1, 2019	Director of Human Resources	Agendas/Minutes, Evaluations	<input type="checkbox"/> _____
	June 1, 2019	Director of Human Resources	Agendas/Minutes, PD Evaluations	<input type="checkbox"/> _____

<p><b>Long Range Strategy 1:</b></p> <p><b>A.</b> Annual evaluation of mentoring and support program for new principals including looking at retention data</p> <p><b>B.</b> Revisions to the mentoring and support program for new principals based on the evaluation and retention data</p> <p><b>Strategy 2:</b></p> <p><b>A.</b> Annual evaluation of the principal professional development activities including principal retention data</p> <p><b>B.</b> Revisions to the professional development plan for principals based on the evaluation and retention data</p>	March 1, 2020	Director of Human Resources	Annual Evaluation of the Mentoring and Support Program for New Principals (shared with the Board of Education)	<input type="checkbox"/> _____
	April 1, 2020	Director of Human Resources	Updated Mentoring and Support Plan for New Principals (approved by the Board of Education)	<input type="checkbox"/> _____
	March 1, 2020	Director of Human Resources	Annual Evaluation of the Principal Professional Development Program (shared with the Board of Education)	<input type="checkbox"/> _____
	April 1, 2020	Director of Human Resources	Updated Principal Professional Development Plan (approved by the Board of Education)	<input type="checkbox"/> _____

**Goal #2 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:**

<b>Leadership</b>	<b>Collaborative Climate and Culture</b>	<b>Effective Teaching and Learning</b>	<b>Data-Based Decision Making</b>	<b>Alignment of Standards and Curriculum</b>
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**SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2**

By 2024, all students in grades 3-8 will improve their English language arts (ELA) proficiency levels as measured by the Missouri Assessment Program (MAP) by 3% annually.

**Rationale (name of the existing conditions/data points to support the selection of the objective/goal)**

The district does not have a written ELA curriculum aligned vertically and horizontally with the Missouri Learning Standards making it difficult for students to do well on the MAP assessments.

**Strategies for Improvement**

1. The district will develop a written ELA curriculum for grades Pre-K to 12 that is aligned vertically and horizontally with the Missouri Learning Standards.
2. The ELA teachers and principals will receive training on accessing and using the written ELA curriculum.

**Funding Source(s):** Local Funds

<b>Action Steps</b>	<b>Start Date</b>	<b>Person Responsible</b>	<b>Monitoring Evidence/Documents</b>	<b>Completed/Date</b>
<b>30 Days Strategy 1:</b> 1. The district will contract with the local Regional Professional Development Center (RPDC) to coordinate the writing of an ELA curriculum.  2. The district will select a cadre of ELA teachers in grades Pre-K to 12 to work with the RPDC specialist to develop the ELA curriculum.	March 1, 2019	Director of Curriculum	RPDC contract	<input type="checkbox"/> _____
	March 1, 2019	Director of Curriculum	ELA curriculum cadre list	<input type="checkbox"/> _____
	March 1, 2018	Director of Curriculum	ELA curriculum development schedule	<input type="checkbox"/> _____

<p><b>3.</b> A curriculum development schedule will be developed with key points for progress monitoring.</p>				
<p><b>60 Days</b> <b>Strategy 1:</b> <b>1.</b> The ELA cadre with the assistance of the RPDC specialist will work on developing the ELA curriculum.</p> <p><b>2.</b> The district Director of Curriculum will make sure that the ELA cadre are on track to have the ELA curriculum complete and presented to the local board of education by the target date of July 10, 2019.</p>	<p>February 1, 2019</p> <p>July 10, 2019</p>	<p>Director of Curriculum</p> <p>Director of Curriculum</p>	<p>Actual documents and progress on the curriculum development schedule</p> <p>Completed ELA written curriculum; BOE agenda and minutes</p>	<p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<p><b>90 Days</b> <b>Strategy 1:</b> <b>1.</b> The Director of Curriculum will continue to monitor the progress on the ELA curriculum development.</p> <p><b>2.</b> The Director of Curriculum along with members of the ELA</p>	<p>May 1, 2019</p> <p>July 10, 2019</p>	<p>Director of Curriculum</p> <p>Director of Curriculum</p>	<p>Actual documents and progress on the curriculum development schedule</p> <p>The written curriculum, the agenda and minutes for the BOE meeting</p>	<p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>

<p>Cadre will present the ELA curriculum to the local board of education.</p> <p><b>Strategy 2:</b>  <b>1.</b> All ELA staff, building principals and appropriate support staff receive training on accessing and utilizing the new written ELA curriculum.</p>	<p>July 17, 2019</p>	<p>Director of Curriculum</p>	<p>Training sign-in sheet, agenda and training materials</p>	<p><input type="checkbox"/> _____</p>
<p><b>Strategy 2:</b>  <b>Long Range</b>  <b>1.</b> All ELA staff, building principals and appropriate support staff meet monthly in order to provide support, answer questions, monitor local formative and benchmark assessments.</p> <p><b>2.</b> The district reviews the ELA proficiency rates and adjusts the ELA curriculum and/or instruction.</p>	<p>September 1, 2019</p> <p>When the state results come in</p>	<p>Director of Curriculum</p> <p>Director of Curriculum</p>	<p>Meeting schedule, agendas and notes</p> <p>District results on MAP, Meeting Agendas and minutes</p>	<p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>

**Goal #3 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:**

Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
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**SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3**

By 2024, all students in grades 3-8 will improve their Lexile reading levels on the MAP and local assessments by 3% annually.

**Rationale (name of the existing conditions/data points to support the selection of the objective/goal)**

The district has not monitored reading levels or provided appropriate interventions which has affected student performance on all MAP and local assessments (see data analysis sheet).

**Strategies for Improvement**

1. Research and select an assessment tool for evaluating reading levels measured by Lexile (K-12).
2. Train staff on the use of the assessment tool.
3. Develop a list of evidence-based interventions for reading.
4. Evaluate the effectiveness of the reading interventions and make appropriate adjustments.

**Funding Source(s):** Local Funds

Action Steps	Start Date	Person(s) Responsible	Monitoring Evidence/Documents	Completed/Date
<b>30 Days Strategy 1:</b> <b>1.</b> Create a cadre to research and review effective reading assessment tools.  <b>2.</b> Have the cadre develop a rubric for evaluating reading assessment tools.	February 1, 2019	Director of Assessment and Reading Specialist	Cadre list	<input type="checkbox"/> _____
	February 10, 2019	Director of Assessment and Reading Specialist	Rubric	<input type="checkbox"/> _____

<p><b>3.</b> Evaluate reading assessment tools and pick the best one. Take to the board for approval.</p>	<p>February 12, 2019</p>	<p>Director of Assessment and Reading Specialist</p>	<p>Board of Education approval of recommended reading assessment program</p>	<p><input type="checkbox"/> _____</p>
<p><b>4.</b> Purchase Reading Assessment Tool</p>	<p>March 1, 2019</p>	<p>Director of Assessment</p>	<p>Order Documents</p>	<p><input type="checkbox"/> _____</p>
<p><b>60 Days Strategy 2:</b>  <b>1.</b> All staff members receive training on the reading assessment tool for implementation in the fall.   <b>2.</b> All students are evaluated on their reading levels four times a year by grade level and/or subject matter teachers (this is outlined in a plan). Extra support and interventions are provided as necessary.   <b>3.</b> The results are reviewed by the assessment director and reading specialist quarterly and summarized at least once a year for the Board of Education. Adjustments are made as appropriate.</p>	<p>May 1, 2019   August 2019—Forward   Quarterly starting September 25, 2019</p>	<p>Director of Assessment   Director of Assessment and Reading Specialist   Director of Assessment and Reading Specialist</p>	<p>Training documentation – sign-in sheets, training agendas, etc.   Assessment summaries   Assessment summaries; BOE agenda and minutes</p>	<p><input type="checkbox"/> _____   <input type="checkbox"/> _____   <input type="checkbox"/> _____</p>

<b>90 Days Strategy 3:</b> <b>1.</b> Select a cadre of teachers to evaluate and select 3 evidence-based reading interventions.  <b>2.</b> Train the appropriate staff on the 3 reading interventions  <b>3.</b> All teachers utilize these evidence based reading interventions with students who are not on grade level for reading.	October 15, 2019	Director of Instruction and Professional Development	List of the 3 evidence-based reading interventions	<input type="checkbox"/> _____
	November 1, 2019	Director of Instruction and Professional Development	Training documentation, sign-in sheets, agendas, etc.	<input type="checkbox"/> _____
	November 6, 2019	All appropriate teachers, Director of Instruction and Professional Development will monitor	Classroom walkthroughs and data analysis	<input type="checkbox"/> _____
<b>Long Range Strategy 4:</b> <b>1.</b> The effectiveness of the 3 reading interventions is evaluated specifically looking at the Lexile reading data.  <b>2.</b> Adjustments are made and new reading interventions are added. Training is set up for staff on the additional interventions.	June 1, 2020	Director of Assessment and Reading Specialist	Data analysis	<input type="checkbox"/> _____
	June 2, 2020	Director of Assessment and Reading Specialist	Updated reading intervention list and training schedule for staff on the new interventions	<input type="checkbox"/> _____

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Superintendent

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Date

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State Supervisor, School Improvement

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Date

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Federal Instructional Improvement Supervisor

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Date

#### **Step #4: Implementation of the Improvement Plan**

The next step is to implement the improvement plan. It is essential to monitor the implementation to make sure that the interventions are implemented with fidelity.

#### **Step #5: Examine the Progress on the Improvement Plan (Monitor and Reflect)**

Determine if the implementation of the solution was done with fidelity. Collect evidence throughout the implementation, both formally and informally to determine whether the intervention should continue as it is, be modified or discontinued.

## Appendix A: Needs Assessment – Data Analysis Template for Each of the Pillars of the Continuous Improvement System

NEEDS ASSESSMENT		
LEA or School Name		
Date		
Purpose of the Needs Assessment: To identify areas that present gaps or areas of challenge over several years in relation to desired outcomes. This template is a tool to assist with the examination of areas needing improvement.		
Potential Sources of Data: Retention rates, professional development, mentoring, financial reports, facility evaluations, business and community feedback		
Data Analysis for the Continuous Improvement System Leadership Pillar		
Data Element and Source	Frequency of Data Collection	Data Trends for the Last 3 – 5 years
<b>Conclusions</b>		

## NEEDS ASSESSMENT

LEA or School Name		
Date		
Purpose of the Needs Assessment: To identify areas that present gaps or areas of challenge over several years in relation to desired outcomes. This template is a tool to assist with the examination of areas needing improvement.		
Potential Sources of Data: Student behaviors, student attendance, on-track 9 <sup>th</sup> Grade, dropout rate, district staff surveys, safe schools reports, building conditions		
<b>Data Analysis for the Continuous Improvement System Collaborative Climate and Culture Pillar</b>		
Data Element and Source	Frequency of Data Collection	Data Trends for the Last 3 – 5 years
<b>Conclusions</b>		

## NEEDS ASSESSMENT

LEA or School Name		
Date		
Purpose of the Needs Assessment: To identify areas that present gaps or areas of challenge over several years in relation to desired outcomes. This template is a tool to assist with the examination of areas needing improvement.		
Potential Sources of Data: Out-of-field teachers, inexperienced teachers, staff retention and turnover, professional development, teacher/student ratios		
<b>Data Analysis for the Continuous Improvement System Effective Teaching and Learning Pillar</b>		
Data Element and Source	Frequency of Data Collection	Data Trends for the Last 3 – 5 years
<b>Conclusions</b>		

## NEEDS ASSESSMENT

LEA or School Name		
Date		
Purpose of the Needs Assessment: To identify areas that present gaps or areas of challenge over several years in relation to desired outcomes. This template is a tool to assist with the examination of areas needing improvement.		
Potential Sources of Data: Early learning, SPED, ELL, Extended learning, Response to Intervention (RTI), CTE/Perkins, Professional development, activity participation		
<b>Data Analysis for the Continuous Improvement System Data-based Decision Making Pillar</b>		
Data Element and Source	Frequency of Data Collection	Data Trends for the Last 3 – 5 years
<b>Conclusions</b>		

## NEEDS ASSESSMENT

LEA or School Name		
Date		
Purpose of the Needs Assessment: To identify areas that present gaps or areas of challenge over several years in relation to desired outcomes. This template is a tool to assist with the examination of areas needing improvement.		
Potential Sources of Data: Written curriculum, assessments, TSA, IRC, Advanced course work, CTE work, Literacy , pass/fail rate		
<b>Data Analysis for the Continuous Improvement System Alignment of Standards, Curriculum and Assessment</b>		
Data Element and Source	Frequency of Data Collection	Data Trends for the Last 3 – 5 years
<b>Conclusions</b>		

## Appendix B: Prioritization Table Template for Prioritizing Needs

### Needs Prioritization Table

Continuous Improvement System Leadership Pillar					
Specific Need	Minimal Priority	Moderate Priority	Significant Priority	Critical Priority	Comments
Continuous Improvement System Collaborative Climate and Culture					
Specific Need	Minimal Priority	Moderate Priority	Significant Priority	Critical Priority	Comments
Continuous Improvement System Effective Teaching and Learning					
Specific Need	Minimal Priority	Moderate Priority	Significant Priority	Critical Priority	Comments

# Local Education Agency/School Improvement Guidance

Continuous Improvement System Data-Based Decision Making					
Specific Need	Minimal Priority	Moderate Priority	Significant Priority	Critical Priority	Comments
Continuous Improvement System Alignment of Standards, Curriculum and Assessment					
Specific Need	Minimal Priority	Moderate Priority	Significant Priority	Critical Priority	Comments
<p><b>Explain how significant and critical priorities are decided.</b></p>					
<p><b>Are there trends and patterns that span across multiple categories?</b></p>					

## Appendix C: Improvement/Accountability Plan Template

Improvement/Accountability Plan		
<b>Focus of Plan (check the appropriate box):</b> <input type="checkbox"/> LEA <input type="checkbox"/> School or Charter	<b>Name of LEA:</b>  <b>Name of School or Charter:</b>	<b>Check if appropriate</b> <input type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input type="checkbox"/> At-Risk <input type="checkbox"/> Other
<b>Date:</b>		
<b>Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.</b>		
<p>One plan may meet the needs of a number of different programs. Please check all that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I.A School Improvement</li> <li><input type="checkbox"/> Title I.C Education of Migratory Children</li> <li><input type="checkbox"/> Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</li> <li><input type="checkbox"/> Title II.A Language Instruction for English Learners and Immigrant Children</li> <li><input type="checkbox"/> Title IV 21<sup>st</sup> Century Schools</li> <li><input type="checkbox"/> Title V Flexibility and Accountability</li> <li><input type="checkbox"/> Individuals with Disability Education Act</li> <li><input type="checkbox"/> Rehabilitation Act of 1973</li> <li><input type="checkbox"/> Carl D. Perkins Career and Technical Education Act</li> <li><input type="checkbox"/> Workforce Innovation and Opportunities Act</li> <li><input type="checkbox"/> Head Start Act</li> <li><input type="checkbox"/> McKinney Vento Homeless Assistance Act</li> <li><input type="checkbox"/> Adult Education and Family Literacy Act</li> <li><input type="checkbox"/> MSIP</li> <li><input type="checkbox"/> Other State and Local Requirements/Needs _____</li> </ul>		

<b>What staff/stakeholders have been involved in the needs assessment and development of this plan?</b>	
<b>What are the key issues identified from the needs assessment?</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
<b>What are the prioritized needs for the LEA or building based on a root cause analysis?</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>

## The Goals and the Plan

(Choose no more than 3 goals to focus on with your improvement plan)

**Goal #1 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:**

Leadership

Collaborative Climate and  
Culture

Effective Teaching and  
Learning

Data-Based Decision  
Making

Alignment of Standards  
and Curriculum

**SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1**

**Rationale (name of the existing conditions/data points to support the selection of the objective/goal)**

**Strategies for Improvement**

**Funding Source(s):**

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<b>30 Days</b> 1. 2. 3.				<input type="checkbox"/> _____
<b>60 Days</b> 1. 2. 3.				<input type="checkbox"/> _____
<b>90 Days</b> 1. 2. 3.				<input type="checkbox"/> _____
<b>Long Range</b> 1. 2. 3.				<input type="checkbox"/> _____

Goal #2 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:				
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2</b>				
<b>Rationale (name of the existing conditions/data points to support the selection of the objective/goal)</b>				
<b>Strategies for Improvement</b>				
<b>Funding Source(s):</b>				

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<b>30 Days</b> 1. 2. 3.				<input type="checkbox"/> _____
<b>60 Days</b> 1. 2. 3.				<input type="checkbox"/> _____
<b>90 Days</b> 1. 2. 3.				<input type="checkbox"/> _____
<b>Long Range</b> 1. 2. 3.				<input type="checkbox"/> _____

Goal #3 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:				
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3</b>				
<b>Rationale (name of the existing conditions/data points to support the selection of the objective/goal)</b>				
<b>Strategies for Improvement</b>				
<b>Funding Source(s):</b>				

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<b>30 Days</b> 1. 2. 3.				<input type="checkbox"/> _____
<b>60 Days</b> 1. 2. 3.				<input type="checkbox"/> _____
<b>90 Days</b> 1. 2. 3.				<input type="checkbox"/> _____
<b>Long Range</b> 1. 2. 3.				<input type="checkbox"/> _____

Assurance Standards:

- Participate in a Regional School Improvement Team (RSIT) comprised of at least the following; DESE area supervisor or other DESE staff, RPDC or service center director, superintendent and other building staff as appropriate
- Require the lead principal to participate in the Missouri Leadership Development System (MLDS)
- Conduct a needs assessment and root cause analysis/develop an improvement plan (your area supervisor will provide additional guidance)
- Conduct an audit of the district’s curriculum to determine alignment (horizontal and vertical) as well as alignment to the Missouri Learning Standards
- Participate in an Educator Equity Lab
- Conduct a Climate/Culture/Safety Review
- Participate in professional development for migrant students, English learners and special education students
- Participate in classroom observations and walk-throughs
- Review and update the improvement plan on a regular basis
- Attend state and regional school improvement meetings
- Identify a district or charter level contact
- Provide year end reporting on school improvement activities in identified buildings

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**Superintendent**

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**Date**

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**State Supervisor, School Improvement**

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**Date**

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**Federal Programs Supervisor/School Improvement Staff**

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**Date**